ENDURING UNDERSTANDINGS	**Personal Choice and Vision:** Students construct and solve problems of personal relevance and interest when expressing themselves through visual art. **Critical and Creative Thinking:** Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways. **Authentic Application and Collaboration:** Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs. **Literacy:** As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.		Ohio Department of Education ***2012 VISUAL ART STANDARDS*** ***GRADES K-1-2***
PROGRESS POINTS	**The student will at the appropriate developmental level:** A. Recognize that people from various times and cultures create works of art to be looked at, valued and enjoyed. B. Explore a range of art concepts and artworks and construct meaning about the works. C. Connect making art with individual choice and understanding personal cultural identity. D. Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies. E. Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks.		
COGNITIVE & CREATIVE LEARNING PROCESSES	**PERCEIVING/KNOWING (PE)** *Observe, listen, attend to, discriminate*	**PRODUCING/PERFORMING (PR)** *Generate, create, realize, use & master skills*	**RESPONDING/REFLECTING (RE)** *Make connections, reconsider, question, self-assess*
CONTENT STATEMENTS **K**	1PE Describe the meaning in the marks they make on paper. 2PE Name and point out subject matter and details observed in works of art. 3PE Describe different ways that an artwork expresses an emotion or mood. 4PE Distinguish between common visual art forms (e.g., painting, drawing, sculpture). 5PE Identify and name materials used in visual art. 6PE Recognize and point out basic elements of art in their own artworks and that of others. 7PE Explore their environments and experiences for artmaking ideas.	1PR Explore and experiment with a range of art materials and tools to create and communicate personal meaning. 2PR Generate ideas and images for artwork based on observation, memory, imagination and experience. 3PR Discover, select and combine art and design elements to communicate subject matter in various visual forms. 4PR Reduce objects into basic shapes and lines in relation to the whole image. 5PR Engage in artmaking that explores and combines various forms of symbolic representation including words, symbols, images, music and movement. 6PR Create artwork that explores a central theme across disciplines.	1RE Describe their artworks and efforts and share their artmaking processes. 2RE Show confidence and pride in their artistic accomplishments. 3RE Connect their personal experiences to what they see in works of art. 4RE Communicate the ideas and stories they see in works of art. 5RE Describe what they see and feel in selected works of art. 6RE Recognize and point out the similarities and differences between artistic styles. 7RE Recognize that people have different opinions and responses to works of art. 8RE Consider and talk about why people make and enjoy works of art.
1	1PE Recognize and describe that people create art and art objects to communicate ideas and serve different purposes. 2PE Explore and describe how a selected art object was made. 3PE Examine one or more cultural and historical artworks and respond to the visual, expressive features in the work. 4PE Identify and point out visual art and design elements and principles in their own artworks and in those of others using art vocabulary. 5PE Identify and discuss what an artist does and find examples of works by artists in their schools and communities. 6PE Generate artmaking ideas from their daily experiences and the environment.	1PR Demonstrate beginning skill and craftsmanship in the use of art materials and tools. 2PR Invent imagery and symbols to express thoughts and feelings. 3PR Explore and use a range of subject matter to create original works of art. 4PR Create an artwork based on observation of familiar objects and scenes. 5PR Use selected art and design elements and principles to explore ideas, feelings and relationships. 6PR Engage in artmaking to produce a work that combines music, movement or dramatic play with visual art.	1RE Recognize and point out the strengths in their artworks and how the work could be improved. 2RE Revise works of art to a level of personal satisfaction. 3RE Share their artmaking processes with peers. 4RE Explain how personal interests and experiences are reflected in the subject matter of artworks. 5RE Discuss the meanings of visual symbols, images and icons observed in artworks. 6RE Select an art object and describe its personal, functional or decorative purpose. 7RE Describe how elements and principles communicate meaning in works of art. 8RE Express and share their own responses to works of art and consider the responses of others.
2	1PE Notice and point out details and respond to expressive features in artworks. 2PE Distinguish the subject matter and artistic style of two or more visual artists. 3PE Compare the form, materials and techniques in selected works of art using descriptive language. 4PE Identify and compare the purposes for creating art objects from various cultures. 5PE Identify and describe cultural symbols, image and contexts of works of art. 6PE Identify and share the uses of visual art outside the classroom and provide examples. 7PE Generate artmaking ideas from their daily experiences and the environment.	1PR Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities. 2PR Envision what cannot be observed directly and depict it visually. 3PR Create artworks based on imagination and observation of familiar objects and scenes. 4PR Demonstrate flexibility in their creative processes and use of art materials. 5PR Identify, select and use art and design elements and principles to express emotions and produce a variety of visual effects (e.g., nuances of surface, contour, pattern and tone). 6PR Use visual art materials to express an idea that reflects their own social or cultural identity.	1RE Use basic self-assessment strategies to improve their artworks. 2RE Understand the difference between assessing the quality of an artwork and their personal preference for the work. 3RE Relate the subject matter and ideas in their own artworks to those in the works of others. 4RE Share their personal interpretations of the meanings conveyed in various works of art. 5RE Describe how an artist uses the elements and principles of design to create expressive impact in a work of art. 6RE Identify and articulate important historical and cultural contributions of selected visual artists. 7RE Recognize and discuss that people have various opinions about art and value art for different reasons.

ENDURING UNDERSTANDINGS	**Personal Choice and Vision:** Students construct and solve problems of personal relevance and interest when expressing themselves through visual art. **Critical and Creative Thinking:** Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways. **Authentic Application and Collaboration:** Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs. **Literacy:** As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.	Ohio Department of Education ***2012 VISUAL ART STANDARDS*** ***GRADES 3-4-5***
PROGRESS POINTS	**The student will at the appropriate developmental level:** A. Examine a range of artistic works to gain insight into the historical and cultural traditions of local and global communities. B. Identify and apply universal themes and processes to communicate meanings, moods and visual effects in personal and collaborative artworks. C. Demonstrate technical skill, craftsmanship and reasoning abilities in solving visual art problems using appropriate tools, media and technologies. D. Express personal responses to artistic works giving reasons for their interpretations and preferences. E. Provide and use feedback to improve and refine their artworks.	

COGNITIVE & CREATIVE LEARNING PROCESSES	PERCEIVING/KNOWING (PE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
CONTENT STATEMENTS **3**	1PE Observe and compare similar themes, subject matter and images in artworks from historical and contemporary eras. 2PE Identify the relationships between and among selected elements and principles of art and design. 3PE Use historical and cultural artworks to answer questions about daily life. 4PE Recognize selected artists who contributed to the cultural heritages of the people of the United States. 5PE Provide examples of how we encounter art and artists in everyday life. 6PE Recognize and identify choices that give meaning to a personal work of art.	1PR Demonstrate skill and expression in the use of art techniques and processes. 2PR Use appropriate visual art vocabulary during artmaking processes. 3PR Find and solve problems of personal relevance and interest when developing artmaking ideas. 4PR Create artworks that demonstrate awareness of two- and three-dimensional space. 5PR Show increasing attention to the nuances of elements and principles of design when creating personal works of art. 6PR Collaborate with others to create a work of art that addresses an interdisciplinary theme.	1RE Examine and describe how art and design principles are used by artists to create visual effects. 2RE Select an object an explain reasons why they think it is a work of art. 3RE Compare and contrast their opinions of a work of art with those of their peers. 4RE Identify artworks from their communities or regions and communicate how they reflect social influences and cultural traditions. 5RE Use feedback and self-assessment to improve the quality of personal artworks.
4	1PE Use sensory details and descriptive language to identify and describe universal themes, subject matter and ideas expressed across arts disciplines. 2PE Notice and describe different visual effects resulting from artmaking techniques. 3PE Compare and contrast art forms, techniques and functions and artistic styles from a variety of cultures and historical periods. 4PE Identify and describe how artists from various cultural and ethnic groups have impacted Ohio's history. 5PE Link ideas in and design of works of art to the emotions and moods expressed in them. 6PE Identify and name the sources for artmaking ideas (e.g., self, environment and other people).	1PR Identify, select and vary art materials, tools and processes to achieve desired results in their artwork. 2PR Experiment with art materials by using them in unexpected and creative ways to express ideas and convey meaning. 3PR Generate ideas and employ a variety of strategies to solve visual problems. 4PR Demonstrate motivation, independence and persistent during studio practices to complete artworks. 5PR Combine the elements and principles of art and design to create visually effective compositions in original works of art. 6PR Demonstrate technical skill through the integration of common processes and topics from other subject areas.	1RE Identify qualities that contribute to the design and meaning of their artworks and the works of others. 2RE Develop and share their ideas, beliefs and values about art. 3RE Recognize and describe the relationship of artworks to their social and cultural contexts. 4RE Generate criteria for discussing and assessing works of art. 5RE Refer to criteria and use art vocabulary when discussing and judging the quality of artworks. 6RE Give and use constructive feedback to produce artworks that achieve learning goals.
5	1PE Understand that the context of an art object has an effect on how that object is perceived. 2PE Identify and communicate how historical and cultural contexts influence ideas that inform artists. 3PE Investigate the role of cultural objects in our everyday environment. 4PE Compare and contrast how form and style are influenced by social, environmental and political views in artworks. 5PE Focus attention on selected artworks to identify and pose questions about aesthetic qualities (e.g., sensory, organizational, emotional) in the works. 6PE Select and access contemporary digital tools media arts to investigate ideas and inform artmaking.	1PR Integrate observational and technical skills to strengthen artmaking. 2PR Use digital tools to explore ideas, create and refine works of art during the artmaking process. 3PR Experiment with various ideas and visual art media to solve a problem that addresses a contemporary social issue. 4PR Select and use the elements and principles of art and design to communicate understanding of an interdisciplinary concept. 5PR During collaborative artmaking experiences, demonstrate respect and support for peer ideas and creativity.	1RE Apply reasoning skills to analyze and interpret the meaning in artworks. 2RE Describe how personal experiences can influence artistic preferences. 3RE Explain the reasons and value of documenting and preserving works of art and art objects in some cultures. 4RE Communicate how personal artistic decisions are influenced by social, environmental and political views. 5RE Express what was learned and the challenges that remain when assessing their artworks. 6RE Use criteria to assess works of art individually and collaboratively.

ENDURING UNDERSTANDINGS	**Personal Choice and Vision:** Students construct and solve problems of personal relevance and interest when expressing themselves through visual art. **Critical & Creative Thinking**: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways. **Authentic Application and Collaboration:** Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs. **Literacy:** As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.
Students will at the appropriate developmental level: PROGRESS POINTS	**A.** Recognize that examining the artistic works of others leads to understanding about cultural traditions, history, politics and their world. B. Describe, interpret and evaluate artworks empathizing with and challenging the opinions of others. C. Select, manipulate and refine arts concepts and processes to produce artworks that visually communicate their experiences, ideas and viewpoints. D. Develop and use criteria for making judgments about artworks and visual imagery and use descriptive language when talking and writing about works of art. E. Connect the content of visual artworks to interdisciplinary concepts, issues and themes.

Ohio | Department of Education

2012 Visual Art Standards

GRADES 6–7–8

COGNITIVE & CREATIVE LEARNING PROCESSES	PERCEIVING/KNOWING (PE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
CONTENT STATEMENTS 6	1PE Describe how art and design elements and principles are used in artworks to produce certain visual effects and create meaning. 2PE Discover and articulate how the media forms of the day use art and images to communicate messages and meaning. 3PE Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world. 4PE Connect selected ideas, concepts and processes used in visual art with those used in other academic disciplines. 5PE Use observations, life experiences and imagination as sources for visual symbols, images and creative expression.	1PR Demonstrate technical skill and craftsmanship in the use of materials, tools and technology to solve an artistic problem. 2PR Experiment with a variety of techniques and working methods when creating an original work of art. 3PR Generate ideas and engage in thoughtful planning when solving a visual art problem. 4PR Transform perceptions and processes into two- and three-dimensional artworks. 5PR Engage in visual problems of personal or social relevance showing focus and persistence to complete the task. 6PR Integrate elements of art and design to solve interdisciplinary problem.	1RE Explain what makes an object a work of art using a range of criteria. 2RE Describe content, meaning and design in various works of art using accurate, descriptive language and art-specific vocabulary. 3RE Explore and discuss how aspects of culture influence ritual and social artwork. 4RE Defend artistic decisions using appropriate visual art vocabulary. 5RE Assess personal progress to improve craftsmanship and refine and complete works of art. 6RE Develop and use criteria for self-assessment and to select and organize artworks for a portfolio.
7	1PE Explore how personal experiences, interest, cultural heritage and gender influence an artist's style and choice of subject matter. 2PE Identify professions that use artistic skills and problem-solving. 3PE Identify sources of visual culture in society and the media and discuss how the messages they convey affect personal and consumer choices. 4PE Observe a variety of artworks noticing details, themes and ideas and group them into patterns and categories. 5PE Examine designed objects and identify the processes and decisions made to produce them with attention to purpose, aesthetics, social issues and cultural and personal meaning. 6PE Connect various art forms to their social, cultural or political purposes and include regional examples.	1PR Improve craftsmanship and refine ideas in response to feedback. 2PR Manipulate materials, tools and technology in conventional and unconventional ways to create a work of art. 3PR Represent depth and volume in their two-dimensional works of art. 4PR Apply art and design principles in the construction of three-dimensional artworks. 5PR Create a work of art in collaboration with others to address a social or cultural issue. 6PR Demonstrate understanding of visual literacy, illustration and graphic communication.	1RE Speculate about an artist's intentions and message in a work using relevant references to the work. 2RE Compare and contrast diverse viewpoints about works of art. 3RE Interpret selected artworks and synthesize their interpretations with the interpretations of others. 4RE Classify and categorize examples of artworks from various eras and cultures. 5RE Describe how experiences in galleries, museums and other cultural institutions can stimulate the imagination and enrich people's lives. 6RE Develop and use criteria to guide reflection and assessment of selected personal artworks. 7RE Assess one's own work and working process and the work of others in relation to criteria and standards.
8	1PE Identify how an artist's choice of media relates to the ideas and images in the work. 2PE Develop awareness and articulate various functions of art. 3PE Connect science and technology with the development of art in various cultures. 4PE Understand how social, cultural and political factors affect what contemporary artists and designers create. 5PE Discover how culture, age, gender and background influence audience perception of art. 6PE Identify professions that use artistic and problem-solving skills.	1PR Select, organize and manipulate skills, elements and techniques appropriate to the art form when making art. 2PR Demonstrate increased technical skill and craftsmanship by using more complex processes and materials to design and create two- and three-dimensional artworks. 3PR Use critical thinking and visual literacy to communicate a specific idea. 4PR Present personal artworks that show competence in the use of art elements to create meanings and effects. 5PR Collaborate to create a thematic work that combines visual art with other arts disciplines.	1RE Examine various qualities in artworks to understand how an artist's choice of media relates to the images and ideas in the work. 2RE Explain and defend their artistic decisions using visual art vocabulary. 3RE Identify examples of visual culture and discuss how visual art is used to shape individual and social behavior. 4RE Recognize how public discussion can affect beliefs about the nature and value of art. 5RE Identify professions that use art and design, and explore the relationship between art, technology and industry. 6RE Develop and apply criteria to assess personal works for content and craftsmanship.

ENDURING UNDERSTANDINGS	**Personal Choice and Vision:** Students construct and solve problems of personal relevance and interest when expressing themselves through visual art. **Critical and Creative Thinking:** Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways. **Authentic Application and Collaboration:** Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs. **Literacy:** As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.		Ohio Department of Education ***2012 Visual Art Standards*** ***GRADES 9 - 12***
Students will: **PROGRESS POINTS**	A. Understand and articulate the intrinsic worth and public value of arts and cultural participation. B. Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products. C. Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies. D. Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues. E. Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works. F. Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors. G. Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments. H. Demonstrate respect for, and effectively work with, socially and culturally diverse teams or content to increase innovation and quality.		
COGNITIVE AND CREATIVE LEARNING PROCESSES	**PERCEIVING/KNOWING (PE)**	**PRODUCING/PERFORMING (PR)**	**RESPONDING/REFLECTING (RE)**
ACHIEVEMENT LEVEL CONTENT STATEMENTS **HS Beginning**	1PE Examine and articulate the effects of context on visual imagery. 2PE Identify and describe the sources artists use for visual reference and to generate ideas for artworks. 3PE Identify the relationship between community or cultural values and trends in visual art. 4PE Identify the factors that influence the work of individual artists. 5PE Describe the role of technology as a visual art medium. 6PE Describe the decisions made in the design of everyday objects.	1PR Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination. 2PR Apply the elements and principles of art and design using a variety of media to solve specific visual art problems. 3PR Explore multiple solutions to visual art problems through preparatory work. 4PR Establish the appropriate levels of craftsmanship when completing artworks. 5PR Investigate how to access available digital tools and innovative technologies to create and manipulate artwork. 6PR Identify and apply visual literacy as a means to create images that are personally expressive.	1RE Explore various methods of art criticism in responding to artworks. 2RE Identify assessment practices to manage, monitor and document their learning. 3RE Use appropriate vocabulary to define and describe techniques and materials used to create works of art. 4RE Investigate the role of innovative technologies in the creation and composition of new media imagery. 5RE Identify and explain one or more theories of aesthetics and visual culture. 6RE Identify various venues for viewing works of art. 7RE Recognize and articulate the importance of lifelong involvement and advocacy in the arts.
HS Intermediate	1PE Examine the context details of visual imagery and explain the social and cultural influences on the images. 2PE Describe sources visual artists use to generate ideas for artworks. 3PE Explore the relationship between community or cultural values and trends in visual art. 4PE Analyze the work of individual artists and explain how they are influenced by cultural factors. 5PE Explore the application of technology to the production of visual artworks. 6PE Connect processes and decisions made in the design of everyday objects, environments, and communications	1PR Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory, or imagination. 2PR Make informed choices in the selection of materials and techniques as they relate to solving a visual problem. 3PR Generate a variety of solutions to visual arts problems through preparatory work. 4PR Establish and apply appropriate levels of craftsmanship to complete artworks. 5PR Understand and demonstrate how to access available digital tools and innovative technologies to create and manipulate artwork. 6PR Incorporate visual literacy as a means to create images that advance individual expression and communication.	1RE Apply methods of art criticism when discussing selected works of art. 2RE Apply assessment practices to revise and improve their artworks and to document their learning. 3RE Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art. 4RE Explain the role of innovative technologies in the creation and composition of new media imagery. 5RE Compare and contrast various theories of aesthetics and visual culture. 6RE Identify the challenges various venues present to the creation of works of art. 7RE Explore and discuss opportunities for lifelong involvement and advocacy in the arts.
HS Accelerated	1PE Analyze interdisciplinary connections that influence social and cultural contexts of visual imagery. 2PE Analyze and explain the factors that influence artworks. 3PE Compare and contrast the styles in artworks by artists of different cultures and historical trends. 4PE Explain how individual artists impact cultural developments. 5PE Investigate the influence of technology on visual art and its effects on their own works. 6PE Identify, examine and understand the aesthetic, stylistic and functional considerations of designing objects, environments and communications.	1PR Demonstrate increased technical skill and craftsmanship with various art media when creating images from observation, memory and imagination. 2PR Make informed choices in the selection of materials and techniques that relate to solving a visual problem. 3PR Solve visual art problems that demonstrate skill, imagination and observation. 4PR Prepare artworks for display that demonstrate high levels of craftsmanship. 5PR Explore and expand on personal art applications through the use of available digital tools, innovative technologies and media arts. 6PR Expand visual literacy as a means to create images that advance individual expression and communication.	1RE Apply art criticism methods and inquiry skills to interpret visual images produced by new media and media arts. 2RE Practice self-assessment to understand their progress and prioritize steps for improvement. 3RE Explain artistic processes from idea conception to completion of a work of art using descriptive and arts-specific terminology. 4RE Respond to critical questions about the meaning and influence of new media imagery in our culture. 5RE Develop and support a personal philosophy of art based on aesthetic theories and understanding of visual culture. 6RE Explain how a response to a work of art is affected by the context in which it is viewed. 7RE Investigate and plan strategies for lifelong involvement and advocacy in the arts.

HS Advanced	1PE Interpret social and cultural contexts to develop personal meaning in visual imagery. 2PE Interpret and evaluate the way a theme or meaning in an artwork expresses the social, political or cultural context. 3PE Compare and contrast universal themes and sociopolitical issues in artworks from different cultures and historical periods. 4PE Demonstrate the ability to form and defend judgments regarding the relationships between artists and culture. 5PE Envision and explain how technology can impact visual art and literacy. 6PE Apply self-direction, independence and a purposed approach when defining and solving a visual design problem.	1PR Demonstrate advanced technical skills and craftsmanship with various art media when creating images from observation, memory and imagination. 2PR Use criteria to revise works-in-progress and describe changes made and what was learned in the process. 3PR Contribute to a portfolio of works that demonstrates technical skill, a range of media and various original solutions to visual art problems. 4PR Select, organize and prepare artworks for exhibition. 5PR Create original artworks that demonstrate the ability to select, use and vary available digital tools and innovative technologies. 6PR Visually express complex concepts and meaning in their artworks.	1RE Apply art criticism methods and inquiry skills as viewer, critic and consumer of visual images produced by new media and media arts. 2RE Apply assessment practices to select, organize and present personal artworks that document their understanding of visual art and literacy concepts. 3RE Apply inquiry and analytic processes when viewing, judging and consuming visual content and images produced by new media and media arts. 4RE Analyze and explain the relationship between the content and ideas in artworks and the use of media and compositional elements. 5RE Defend personal philosophies of art based on a connection to aesthetic theories and visual culture. 6RE Engage in discourse and express a point of view about issues related to the public display of works of art. 7RE Form and demonstrate personal strategies for lifelong involvement and advocacy in the arts.